# Course evaluation template

After the course has ended, the course leader must fill in this template. The program director and education management will use your reflections to make adaptations to the program and/or the next time the course is given. The reflections will also be posted on the program web for students to read.

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| **Course code****4FH086** | **Course title****Epidemiological Methods for Outcome Evaluation of Public Health Interventions** | **Credits**7,5 |
| **Semester** | **Period**VT 2024 |

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| **Course leader****Karin Modig** | **Examiner****Karin Modig** |
| **Other participating teachers****Stina Ek, Mozhu Ding, Giorgio Tettamanti, Eva Christina Morfia, Javier Louro, mm.** | **Other participating teachers** |

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| **Number of registered students**  | **Number who have not completed the course1**  | **Number passed after regular session2**  |
| **Methods for student influence other than course survey3**Students are giving feedback orally and in written form during and after the course, as well as in written form in the evaluation. The students also have two student representatives, which are present during planning phase and discussions at the program council meetings at the Department of Global Public Health. |

## 1 *At the time of completed grading and mandatory assignments/revisions. 2* After first summative examination.

3 State: how the students were given the opportunity to participate in the preparation and decisions at course level, how the students were given the opportunity to provide feedback on the course and how this forms the basis of the analysis and proposals below, response frequency (for example, concluding survey 70 % response frequency, post-it notes – improvement suggestions after the second course week 90 % response frequency, course council 85 % attendance).

## Conclusions from the previous course evaluation

See last years analysis.

## Description of conducted changes since previous course occasion

We have not conducted so much changes this year. One major change was done and that was the change from home exam in Canvas to in house exam in Inspera. This change was done to ensure the examination in times of AI-tools. It turned out to be less problematic than anticipated. In essence the same type of exam could be used, and the results were very similar with previous years exam when we had the home exam. Thus we see no reason to change anything with regards to this.

## Summary of the students’ response to the course valuation

First of all, it was a low response rate, only 14 students responded to the survey, 37% of the class.

Overall the evaluation was good. 96% reported that they had developed valuable expertise/skills during the course to a large or very large extent. The results were slightly better than the previous year.

Written comments from the students were in general very positive. A few students reported that that they did not have enough time to reflect on what they had learned.

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A couple of students also mentioned that there was small possibilities to reflect on ethical issues and how to act in diverse situations. I agree that we do not spend much time on this. I would like to, but it is already some much content in the course that I don’t know how to squeeze it in. I will think if it could be included in the individual assignment for example.

The results from the exam were overall good, even if some students failed. We offer one re-exam within the course and most students reached pass on this exam. The time of the course, at the end of the semester, is likely one explanation of why few students attend the seminar rehearsal that we offer some time after the exam. This is a pity since this is a good opportunity for learning. However, we post the slides at Canvas for the students to go through themselves.

We have a teachers' meeting after the course and after having read the evaluation. During this meeting we concluded that for the year 2025 we will explain to the students that they need to be in time to lectures and seminars, that the doors will close when the class starts and open only once after, 15 minutes later. This is because both students and teachers are otherwise constantly interrupted and disturbed when many enter late.

One student commented on the the lecture on sensitivity and specificity and that it was repetitive from Olena's course and could have been more centred around the impact on the estimates. The teachers perception is that the students in general have much difficulty with sensitivity and specificity. We will actually prolong this lecture for next year, but with some more on how it impact estimates.

## The course leader’s reflections on the implementation and results of the course

*Reflections on the course’s strengths, weaknesses, opportunities, limitations within, for example, the following areas:*

* *How has the course worked with -constructive alignment - from learning outcomes to examination form and examination content?*

The course leaders of all the epi-courses meet and discuss the content and the alignment. Some parts are repetitive, and should be, because the level of knowledge is still deeper in the consecutive courses.

* *How do examinations and assessment criteria ensure that students achieve the learning outcomes of the course? (Reflect on the choice of examination form and formative assessments.)*

All examinations focus on interpretation and application of the content learned during lectures and course material. It is a mix of group discussions and individual assignments. All assignments are put in the order of when brought up during the course to get alignment, and it is a progress in terms of level.

## Course leader’s conclusions and suggestions for improvement

The course works well and has good evaluation results There are no obvious aspects for improvements at the moment. We constantly try to improve details. I plan to re-record my recorded lectures until next time if I manage time wise.

#### Other comments